**Math Camppp August 2010: Planning Document**

**Grade 11/12 Group**

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| Session Number | Learning Goals | Equipment/Supplies/handouts | Lead |
| General  Learning Goals need to be posted each day |  | Projector, Document Camera, Speakers  Laptops  Mural Paper  Group Norms need to be posted  Cards, beach balls, popsicle sticks  Curriculum Documents  Folders for our team  Puzzle/Game/Comic/Video to start each session | Shirley  All  Kaye  Liisa  Shirley  All  Kaye  All |
| Session 1  Monday Evening  Big Ideas of Proportional Reasoning | * Explore the Big Ideas of Proportional Reasoning * Make connections between the overall expectations to the big ideas of Proportional Reasoning * Practice matching problems involving proportional reasoning to the Big Ideas | Ice Breaker | Shirley [can we put some questions on ball that allow them to comment on Marian’s plenary?] |
| Post Group Norms | Liisa (will get from PLMLC) |
| Post Learning Goals for this session | Shirley |
| Week – at – a – glance on chart paper | Liisa |
| Course Chart Paper for tables | Liisa |
| BLM1.1 Connecting Problems to BI think about hint cards /scaffolding questions for each problem | Liisa will pull together  Karen – workplace problem related to B3  Liisa – 3C/3U/3M problem related to B2  Shirley – vectors connected polynomial – B5 |
| Big Ideas on Chart paper – 1 per page | Liisa |
| Strips of curriculum expectations in envelopes by and page with all expectations | Liisa |
| Inside/Outside Circle Questions | questions on MATCH template. |
| Letters from Camppp | Shirley |
| Power Point |  |
| Session 2A  Setting Goals and Posing Questions | * Practice using the Posing Powerful Questions Template * Create consolidation questions connected to the Big Ideas and learning goals * Create learning goals connected to Big Ideas and curriculum expectations | * Post Learning Goals | Shirley |
| * BLM2.1 What the research tells us | Karen |
| * BLM2.2 Choosing Consolidating Questions | Liisa |
| BLM2.3 Pattern Block Activity  find a way to group people | Liisa |
| Letters from Camppp | Shirley |
| Exit Card BLM2.4 | **done** |
| Powerpoint |  |

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| Session 2B  Setting Goals and Posing Questions | * Practice using the Posing Powerful Questions Template * Make sense of the different purposes of questions related to the big ideas and the MATCH template * Practice connecting questions to assessment of learning | Post Learning Goals | Shirley |
| Review activity for writing learning goals | Karen |
| BLM2.5 Creating learning goals based on consolidating questions | Shirley |
| BLM2.6 blank PPQT | Liisa |
| Exit Card, BLM2.7 | **done** |
| Letters from Camppp | Shirley |
| Powerpoint |  |
| Session 3  Parallel Tasks and Scaffolding | Understand how parallel tasks allow access to the mathematics for all students  Make sense of the process for creating parallel tasks  Practice creating parallel tasks  Practice anticipating difficulties and creating scaffolding questions  Develop skills at phrasing questions to conduct focussed conversations as a critical friend  Practice focussed conversations with critical friends | Post Learning Goals | Shirley |
| BLM3.1 Interpreting graphs  - make up some scaffolding and common questions | Liisa |
| Failsafe strategies | **Marian** |
| Math Processes package on line, on memory stick, have several copies available | Liisa will make copies |
| BLM3.2 Simple Interest Parallel Task | **Karen (done)** |
| extra PPQT’s | Liisa will make copies |
| Focussed Conversations and Role Play | Karen |
| BLM3.3 Exit Card | **done** |
| Letters from Camppp | Shirley |
| Powerpoint |  |
| Session 4  Open Tasks and Scaffolding | Understand how open tasks allow access to the mathematics for all students  Make sense of the process for creating open tasks/questions  Practice creating open tasks and determining where they fit with the MATCH template  Practice anticipating difficulties to create scaffolding questions  Practice focussed conversations with critical friends | Post Learning Goals | Shirley |
| BLM4.1 What’s the Same? What’s Different  - two versions of learning goals | Shirley |
| BLM4.2 Sample text questions related to proportional reasoning for each course | Karen |
| Fail Safe Strategies | **Marian** |
| Focussed Conversation | Karen |
| Tips from Hall Simmeral | Liisa/Shirley |
| Letters from Camppp | Shirley |
| BLM4.3 Exit Card | **done** |
| Powerpoint |  |
| Session 5 |  | Storefront |  |

I will add timing to both the TIPS templates and this document; we still have to decide the leads for each section of the sessions. We could map this out electronically once all the pieces are created.